

Core Question 3: Is the organization effective and well run?

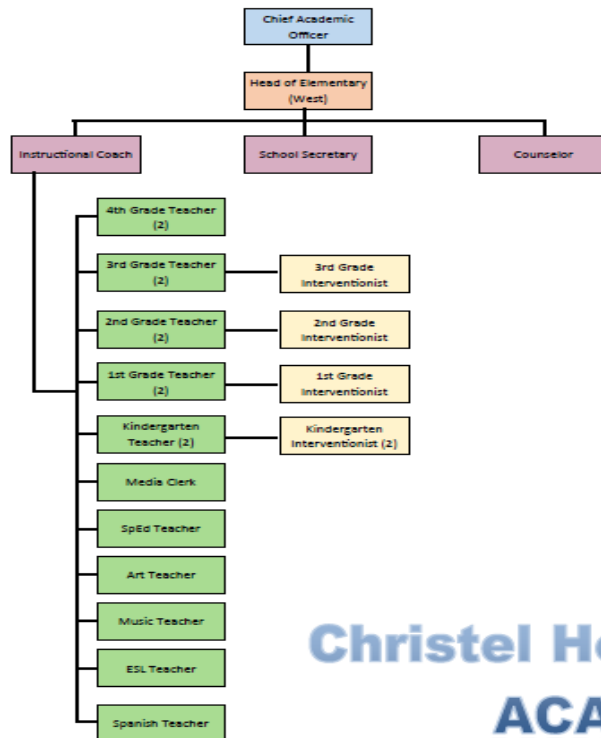
The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of six indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

3.1. Is the school leader strong in his or her academic and organizational leadership?							
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.1 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	MS	ES					
Sub-indicator Ratings	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						ES
	Leadership stability in key administrative positions						ES
	Communication with internal and external stakeholders						ES
	Clarity of roles among schools and staff						MS
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner						ES
	Consistency in providing information to and consulting with the schools' board of directors						ES

The school leadership team for Christel House Academy West (CHA West) is comprised of a Chief Academic Officer (CAO) and Chief School Business Officer (CBO) for the Christel House network and a Head of School, who oversees daily school operations.

The CAO and school leadership team consistently reflect on several areas of school data to inform day-to-day decisions. For example, during the 2015-2016 school year the school expanded from K-2 to K-3. Knowing the high-stakes associated with third graders, the Head of School focused intensively on curriculum and instruction to ensure third grade students were adequately prepared not only for standardized testing, but to be successful in the fourth grade. On the organizational side, the CBO successfully transitioned accounting services in-house, and ensured school leaders were involved in budget development and implementation so that strategic business plans drove resource allocation decision-making.

Organizational Chart



Christel House Academy, Inc.
ACADEMY WEST

The CAO consistently communicated with internal and external stakeholders, including the school staff, board of directors, Board Chair, Mayor's Office (OEI), community partners, and families. Additionally, he is an active board member for the Indiana Consortium of Charter School Leaders, working to collaborate with other charter school leaders across the city and state. He has developed meaningful community partnerships (e.g., the University of Indianapolis' College of Education) to directly support the school and its students. He meets regularly with the board chair and OEI for feedback and support on school updates and initiatives. Additionally, the CAO provided a thorough report to the board at every meeting that included sections on multiple measures of school performance, staff updates and other initiatives. In addition to several CAO-led school tours for board members throughout the year, the CAO also invited the Head of School and several student speakers to present at quarterly board meetings about their educational experiences at Christel House Academy. Information was consistently accurate, relevant, and timely, and allowed the board to react appropriately to school performance.

Overall, the school leadership was consistently effective in its organizational and academic oversight and receives a rating of Exceeds Standard for school leadership.

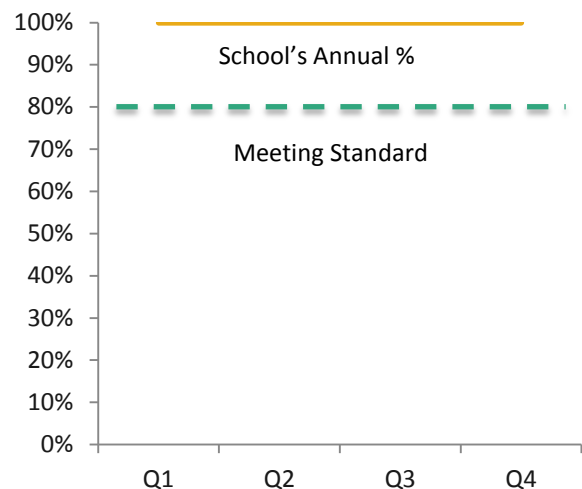
3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.2 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	MS	ES					
Sub-indicator Ratings	Sub-indicators						Rating
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation						ES
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws						MS
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations						ES
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						MS

During the 2015-2016 school year, CHA West complied with all of its organizational and governance reporting obligations. All academic and governance reports were submitted on or before the required deadlines throughout the year.

In addition to compliance documentation, CHA West maintained compliance with all material sections of its charter and submitted amendments when necessary. The CAO and other members of the leadership team were consistently actively engaged in meetings with OEI and the CAO maintained frequent communication with OEI between scheduled meetings.

For these reasons, CHA West receives a rating of **Exceeds Standard** for compliance obligations.

On-Time Compliance Reporting Percentage (3.2a)



3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.3 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	AS	ES					
Sub-indicator Ratings	Sub-indicators						Rating
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter						MS
	Clear understanding of the mission and vision of the school						ES
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary						ES
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training						ES
	Effective and transparent management of conflicts of interest						MS
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns						ES
	Adherence to its charter agreement as it pertains to governance structure						MS
	Holding of all meetings in accordance with Indiana Open Door Law						MS

The Christel House Academy, Inc. board holds the charter for Christel House Academy West, Christel House Academy South, Christel House DORS South, and Christel House DORS West. The board is experienced and provides competent oversight of the schools. The board is comprised of a broad roster of individuals with extensive experience in philanthropy, community engagement, business, healthcare, education, law, marketing and public relations. In an effort to ensure alignment, two representatives from CHA's parent organization, Christel House International, reside on the board. The board has worked to actively recruit new

directors to ensure that it maintains strong ties to the community as well as a high quality pipeline of directors.

A review of meeting minutes and notes demonstrates the board's clear understanding of and commitment to the CHA West's mission of providing a high quality school option to students from low-income neighborhoods. Notably, even though the board governs the CHA campuses as well as Christel House DORS (an adult high school model), it has worked to clearly articulate the unique mission and model of each campus. This has ensured board members are informed of the unique challenges of each school and can focus on priorities accordingly.

The board met quarterly and regularly met quorum, with the majority of directors consistently in attendance. Directors reviewed board packets in advance and received extensive updates from the school leadership team. Regularly, Directors participated in committees, including Academic Excellence, Fund Development, Marketing, Governance and Finance and Audit, presenting their progress at full board meetings. Directors were consistently actively engaged in full board meetings, asking clarifying questions to each other, school staff, and other presenters and offering expertise where needed.

Skill Sets Represented on Board

Education



Business



Law



Healthcare



Public Relations



Community Engagement



Marketing



Philanthropy



Board Overview

Christel House Academy, Inc. holds the charter for Christel House DORS South, Christel House DORS West, Christel House Academy South and Christel House Academy West.

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Members

1/3

Required for Quorum

The CHA board meets quarterly.

CHA West is an expansion of the Christel House International global network of learning centers operated for the purpose of creating the opportunities for impoverished children to live productive and dignified lives.

The board and CAO maintain consistent communication with one another. Both the board and the school are proactive in communicating updates and concerns with the Mayor's Office.

In governance operations, the board maintained compliance with its bylaws throughout the course of the year. Meetings were held as scheduled, the board met quorum, and it abided by Indiana Open Door Law.

Due to the consistent leadership and stewardship of the board of directors, CHA West receives a rating of **Exceeds Standard** for board governance.

3.4. Does the school's board work to foster a school environment that is viable and effective?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.4 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	MS	ES					
Sub-indicator Ratings	Sub-indicators						Rating
	Regular communication with school leadership and/or its management company						ES
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)						ES
	Collaboration with the school leader to establish clear objectives, priorities, and goals						ES
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans						MS

The Christel House board holds quarterly meetings in which all stakeholders, including the CAO, school leadership team, and relevant school staff, provide thorough reports on school performance. Between meetings, the CAO communicates with the board chair when necessary to provide leadership and support in school initiatives and events, and along with other relevant school staff, provides input to board committees.

Annually, the CAO provides thorough evaluations of the Head of School. For the 2015-2016 school year, the board completed a rigorous evaluation of the CAO, with performance metrics tied to a bonus incentive structure. Additionally, the board used a self-evaluation survey to identify strengths and areas for growth. Following survey administration, the board chair met individually with each board member to review feedback and discuss results. Further, the board took time during its annual retreat to reflect on its performance and specific areas of improvement, including, but not limited to, improved attendance and reviewing board meeting format. A review of board meeting notes indicated that school leader and board committee reports reflected on progress towards goals. Furthermore, the Christel House board developed a dashboard to assess

at each board meeting which reflected goals tied to the network's strategic plan, board engagement as well as several included in the OEI performance framework.

In all observed meetings and interactions, the board and Heads of School appeared to have a positive and collaborative working relationship. The Head of School was proactive, self-reflective, and self-motivated, which allowed for relevant and transparent meetings that demonstrated a constant commitment to school improvement. Overall, the board receives a rating of Exceeds Standard for school and board environment.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.5 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	MS	MS					
Sub-indicator Ratings	Sub-indicators						Rating
	Health and safety code requirements						MS
	Facility accessibility						MS
	Updated safety and emergency management plans						MS
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community						MS

In 2015-2016, Christel House Academy West's facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. The school was accessible to all, including people with physical disabilities. The Mayor's Office monitoring of Christel House Academy's compliance with health and safety code requirements did not reveal any significant concerns related to these

obligations. Accordingly, the school received a rating of **Meets Standard** for this indicator for the 2015-2016 school year.

3.6. Is the school meeting its school-specific non-academic goals?							
Indicator Targets	Does not meet standard	The school does not meet standard on either school-specific non-academic goal.					
	Approaching standard	School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, OR 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.					
	Meets standard	School is 1) meeting standard on both school-specific non-academic goals, OR 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.					
	Exceeds standard	School is exceeding standard on both school-specific non-academic goals					
3.6 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	Not evaluated	ES					
Sub-indicator Ratings	Sub-indicators						Rating
	The percent of students who complete service learning activities annually is greater than 75%.						ES
	The number of families participating in Parent Teacher Conferences is greater than 80%.						ES

Each year, Mayor-sponsored charter schools set two educational goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In the 2015-16 school year, CHA West set its first non-academic goal around completion of service learning activities. The school reported that 100% of students had participated in a service learning project by the end of the year. Therefore, the school **Exceeds Standard** on this goal.

CHA West set its second goal around the number of families participating in parent teacher conferences. The school reported that 99% of their parents attended parent teacher conferences in the fall and the spring, and therefore **Exceeds Standard** on this goal.

Overall, Christel House Academy West receives an **Exceeds Standard** on this indicator for the 2015-2016 school year.